|  | **Course Outline and Evaluation Summary**  Course Code: CHC2D  Title of Course: Canadian History in the Twentieth Century (Academic)  Department: Social Science | **2022-2023**  416-395-3210  x20075 |
| --- | --- | --- |

| **Course Description** |
| --- |
| In this course, students will explore Canadian participation in global events and traces our development as a nation through the changes in population, economy, and technology. Students analyse the elements that constitute Canadian identity, understand and interpret the stories of both individuals and communities, and study the evolution of political and social structures. |

| **Course Evaluation** | | | | | |
| --- | --- | --- | --- | --- | --- |
| Course evaluations incorporate one or more of the achievement categories (KICA). A brief description of each category can be found [here](https://www.dcp.edu.gov.on.ca/en/assessment-evaluation/categories-of-knowledge-and-skills). The final grade is calculated using the weighted percentages below. | | | | | |
| **Term Work:** | **A variety of tasks where you show your learning and have marks assigned using the Achievement Categories/Strands** | | **Summative**  **Evaluation:** | **Marked summative tasks which assess your learning on the entire course** | |
| 70% | 25% | Knowledge & Understanding | 30% | 10% | Culminating Task |
| 20% | Thinking & Inquiry |
| 15% | Application | 20% | Final Exam |
| 10% | Communication |

| **Learning Skills** |
| --- |
| Learning skills provide Information to help students understand what skills, habits & behaviors are needed to work on to be successful. These are not connected with any numerical mark. A brief description of each skill can be found [here](http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf#page=17).  **Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation**  E – Excellent G – Good S – Satisfactory N – Needs Improvement |

| **Required Materials** |
| --- |
| Any educational resource required for this course will be provided by the school. It is the student’s responsibility to come to class with these materials. The textbook for this course is Creating Canada. Students will be issued this book at the beginning of the course. The replacement cost for this textbook is $90.00. |

| **School/Departmental/Classroom Expectations** |
| --- |
| **Attendance:** The student is expected to attend class on time. Parents/guardians will be contacted if lates/attendance becomes an issue/hindrance. If the student knows about an absence in advance, they should contact the teacher.  **Plagiarism/Cheating:** A mark of 0 will be assigned for any work submitted that does not belong to the student. A mark of 0 will be assigned to a student who was found to have cheated. Parents/guardians will be informed.  **Missed Work:** If a student is absent from class, (e.g. illness, sports team) it is their responsibility to find out what they have missed and to catch up. The student is responsible for completing all of the work that was missed due to an absence. If a student misses an assignment or test without a legitimate explanation and documentation, marks up to and including the full value of the evaluation may be deducted. Make-up tests must be arranged to be written.  **Late Work:** Late work may result in a deduction of marks up to and including the full value of the evaluation. |

\\\\

| Course Assessment Tasks | | | |
| --- | --- | --- | --- |
| **Unit/Topic/Strand** | **Big Ideas** | **Major Assignments / Evaluations** | **Estimated Duration** |
| Historical Inquiry | Using the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914 and applying skills developed through historical investigation in everyday contexts and other subject areas. | Embedded throughout the activities and assignments in the course. | Throughout the course |
| Canada: 1914 - 1929 | Exploration of national and international events, trends, and developments during this period and how they affected various groups and communities in Canada in different ways. Examining how conflict played a role in changing Canada and the world. Understanding how predominant attitudes (including colonialism) towards women, immigrants, First Nations, Métis, Inuit, and racialized groups and communities affected the development of identities and citizenship in Canada. | May include the following:  Photo Analysis and Diary Assignment  Written reflection  Unit Test | 25 classes |
| Canada: 1929-1945 | Understanding how a variety of factors (social economic, and political) led to events, such as the Great Depression and World War II, and how they had a deep effect on various groups and communities in Canada in this time period. Continuing to examine how colonialism continued to have an impact on Indigenous communities and how the Canadian government’s response to human rights was impacted by the actions of various individuals and communities. | May include the following:  Photo Analysis and OPVL Assignment  Written Reflection  Unit Test | 25 classes |
| Canada: 1945-1982 | Evaluating the significant role different individuals, groups, and communities, at the national and international level, played in effecting the major transformation Canada underwent in this time period, particularly around national identity and its role on the international stage. Although this period was marked by conflict and tensions, both nationally  and internationally, Canada also participated in cooperative ways in the international community. | May include the following:  National Identity through the Decades  Written Reflection  Unit Test | 25 classes |
| Canada: 1982 - present | Examining the role and impact changing demographics, culture, political thought, international relations, and technology had on different groups in Canada since 1982. Exploring why people in Canada have become more aware of the impact of hundreds of years of colonialist policy on Indigenous individuals  and communities and what actions individuals  and communities have been taking to change this colonial relationship. Exploring the various social and political developments and events, as well as cultural icons that have had an impact on the development of heritage in Canada in these years. | May include the following:  Primary Source Investigation  Colonialism and Resistance Reflection | 25 classes |
| Culminating Task(s) | A written activity will be completed that reflects on the significant historical issues discussed throughout this course. (10%)  The final exam will encompass the entire course and will cover the four categories of achievement. (20%) | | 3.5 hours (in class)  1.5 hours |